

DUNCAN ELEMENTARY

100 S. Danzler Rd.
Duncan, South Carolina 29334

GRADES PK-3 Elementary School

ENROLLMENT 492 Students

PRINCIPAL Dr. Linda Allen

864-949-2373

SUPERINTENDENT Dr. Sidney Crumpton

864-949-2350

BOARD CHAIR Bo Corne

864-949-0868

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

8

52

41

0

0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

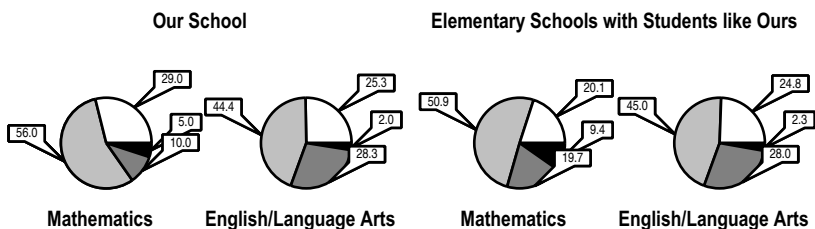
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Average	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	41	101	79
Percent satisfied with learning environment	100.0%	82.3%	97.4%
Percent satisfied with social and physical environment	100.0%	85.7%	79.5%
Percent satisfied with home-school relations	75.6%	88.8%	91.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	108	100.0	25.3	44.4	28.3	2.0	30.3	17.6
Gender								
Male	60	100.0	27.8	50.0	22.2	N/A	22.2	17.6
Female	48	100.0	22.2	37.8	35.6	4.4	40.0	17.6
Racial/Ethnic Group								
White	65	100.0	15.0	46.7	35.0	3.3	38.3	17.6
African-American	27	100.0	44.0	40.0	16.0	N/A	16.0	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	11	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	85	100.0	16.2	44.6	36.5	2.7	39.2	17.6
Disabled	23	100.0	52.0	44.0	4.0	N/A	4.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	108	100.0	25.3	44.4	28.3	2.0	30.3	17.6
English Proficiency								
Limited English proficient	12	100.0	45.5	45.5	9.1	N/A	9.1	17.6
Non-limited English proficient	96	100.0	22.7	44.3	30.7	2.3	33.0	17.6
Socio-Economic Status								
Subsidized meals	62	100.0	37.7	41.5	20.8	N/A	20.8	17.6
Full-pay meals	46	100.0	10.9	47.8	37.0	4.3	41.3	17.6

Mathematics								
All students	108	100.0	29.0	56.0	10.0	5.0	15.0	15.5
Gender								
Male	60	100.0	30.9	58.2	10.9	N/A	10.9	15.5
Female	48	100.0	26.7	53.3	8.9	11.1	20.0	15.5
Racial/Ethnic Group								
White	65	100.0	21.7	58.3	11.7	8.3	20.0	15.5
African-American	27	100.0	46.2	50.0	3.8	N/A	3.8	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	11	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	85	100.0	17.6	63.5	12.2	6.8	18.9	15.5
Disabled	23	100.0	61.5	34.6	3.8	N/A	3.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	108	100.0	29.0	56.0	10.0	5.0	15.0	15.5
English Proficiency								
Limited English proficient	12	100.0	27.3	63.6	9.1	N/A	9.1	15.5
Non-limited English proficient	96	100.0	29.2	55.1	10.1	5.6	15.7	15.5
Socio-Economic Status								
Subsidized meals	62	100.0	38.9	55.6	5.6	N/A	5.6	15.5
Full-pay meals	46	100.0	17.4	56.5	15.2	10.9	26.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	115	N/A	22.1	44.2	33.6	N/A	33.6
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	108	100.0	25.3	44.4	28.3	2.0	30.3
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	115	N/A	27.4	41.6	15.0	15.9	31.0
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	108	100.0	29.0	56.0	10.0	5.0	15.0
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 492)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 0.9%	2.6%	2.4%
Attendance rate	96.2%	Down from 96.5%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.3%	Down from 16.8%	12.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.6%	Up from 3.4%	8.1%	8.0%
Older than usual for grade	N/A	N/A	1.0%	1.1%
Suspended or expelled	0.0%	Down from 0.4%	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	45.2%	Up from 41.3%	45.5%	50.0%
Continuing contract teachers	81.0%	Down from 84.8%	86.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	73.4%	Up from 72.3%	87.4%	86.2%
Teacher attendance rate	96.2%	Up from 94.6%	95.2%	95.3%
Average teacher salary	\$38,812	Down 0.2%	\$39,484	\$39,909
Prof. development days/teacher	14.3 days	Up from 12.1 days	11.3 days	11.4 days

School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio	18.7 to 1	Up from 14.0 to 1	18.6 to 1	18.9 to 1
Prime instructional time	91.9%	Up from 90.7%	89.3%	89.7%
Dollars spent per pupil*	\$6,974	Up 15.6%	\$5,693	\$5,892
Percent spent on teacher salaries*	68.6%	Up from 66.2%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year has been another banner year for Duncan Elementary School. Having been recognized as a Carolina First Palmetto's Finest Finalist, a South Carolina Distinguished Title I School, a Red Carpet School, an Exemplary Writing School, and a Healthy Schools Award Winner in 2001-2002, it was challenging to continue the process of self-improvement and growth. Our Curriculum Planners designed the school-wide theme for the 2002-2003 year, "Duncan Elementary's Great Expedition." During this "expedition," we earned Schools of Promise Flagship renewal status, another Healthy Schools Award (6 out of 8 areas), and have been awarded grants to support our school-wide School Health Fair and our parenting program, "Patterns."

Through an innovative flex schedule designed by principal Linda P. Allen, for approximately two hours each morning, our classroom teachers work uninterrupted with their students. Pullout classes do not occur during this time; inclusion services are implemented by our resource and speech teachers as appropriate. Related arts classes begin at 9:30 a.m. and, on two days a week, back-to-back planning periods provide an hour and a half for teachers for grade-level team planning or in-service time with our curriculum facilitator, school technologist, or administrators. The commitment to quality instruction delivered during this "sacred" class time and on-going staff development is evident by the success of this unique schedule.

Duncan Elementary School, a Title I School-wide Project, proudly serves an extremely diverse student body. With an average mobility rate between 24-27%, student strengths and areas for improvement must be identified quickly. Our staff does an exemplary job of addressing this issue. In addition to serving kindergarten-third grade students, we specialize in the instruction of Pre-school Children with Disabilities (PCD), host a monthly parenting workshop, "Patterns", for the parents of these children, and house a district self-contained class for Learning Disabled and Emotionally Disabled students. Another unique program includes our ESOL program, which is delivered by an ESOL teacher and assistant and serves students from 20 countries.

Through the collaboration of community agencies, our school has been the co-recipient of a 21st Century Grant that provides quality Extended School Time for second and third grade students. The "AXIS" program also provides a healthy snack and guidance services for our children. Duncan Elementary School is grateful for the support of our community and school family. We eagerly plan for the upcoming school year and anticipate another wonderful year!

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.